**Primary Assessment and Accountability Consultation**

**Summary of DFE response – March 2014**

**Pre school:**

The existing statutory two-year-old progress check undertaken in early years settings will continue.

**Reception:**

* A new baseline assessment will be piloted from September 2015 becoming compulsory from 2016.
* A list of assessments which schools can use is still to be published.
* The reception baseline will be the only measure used to assess progress for children who start reception in September 2016 and beyond.
* From September 2016 there will be no requirement to complete an EYFS profile for children. The EYFS framework will remain statutory.
* Key stage 1 assessments will remain statutory.
* Schools that choose not to use an approved baseline assessment from 2016 will be judged on an attainment floor standard alone.

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| **Current system** | **Post reform** |
| **Optional assessments** e.g. home visits, teacher observation, school-created assessments or off-the-shelf assessment products. | **New reception baseline** of all pupils within their first few weeks at school. This will continue to be supplemented by teachers’ broader assessments and observations. |
| The Early Years Foundation Stage Profile is statutory. | The Early Years Foundation Stage Profile is no longer compulsory. |

***Key stage 1:***

* No change proposed to the Year 1 phonics check.
* Judgements will continue to be made using teacher assessment.
* There will be end of KS1 externally-set (but internally-marked) tests in mathematics and reading. (Scaled scores will be provided, with 100 being the expected outcome).
* There will be end of KS1 externally-set test in grammar, punctuation and spelling. (Scaled scores will be provided, with 100 being the expected outcome).
* In autumn 2014, new performance descriptors will be introduced to inform statutory teacher assessments at the end of key stage 1. For mathematics, reading, writing and speaking and listening, teachers will assess pupils as meeting one of several performance descriptors.
* For science, there will be a single performance descriptor of the new expected standard.
* Tests and assessments will reflect the content of the new curriculum.
* The DfE propose to work with Ofsted and schools to improve moderation.

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| **Current system** | **Post reform** |
| Teacher assessment in **reading; writing; speaking and listening; mathematics and science**. Informed by externally-set, internally-marked test scores (apart from speaking and listening and science where there is no test).  Results are expressed as **levels** (including sub-levels for level 2a-c). | Teacher assessment in **reading; writing; speaking and listening; grammar, punctuation and spelling; mathematics and science**. Informed by test scores (assessment of writing informed by grammar, punctuation and spelling test; no test for speaking and listening and science). Results expressed by the **performance descriptor** a child most closely meets. |

**Key stage 2 :**

* At the end of key stage 2 pupils will continue to sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling.
* Teacher assessment in mathematics, reading, writing and science will give a broader picture of children’s attainment.
* Tests and assessments will reflect the content of the new curriculum
* New performance descriptors will be introduced to inform the statutory teacher assessments at the end of key stage 2.
* For writing, teachers will assess pupils as meeting one of several performance descriptors.
* For science, reading, and mathematics, there will be a single performance descriptor of the new expected standard.
* A sample of pupils will continue to sit tests in science to give a picture of national performance. (Not reported to parents).
* The results of the tests in reading; mathematics; and, grammar, punctuation and spelling will be reported to pupils and parents as scaled scores. (A scaled score is a score where 100 will represent the new expected standard for that stage)
* Parents will be provided with their child’s score alongside the average for their school, the local area and nationally. (Not decile rankings).

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| **Current system** | **Post reform** |
| **Key stage 2:**  **Externally set tests in reading; grammar, punctuation and spelling; and, mathematics.** Sample test for science. Teacher assessment in science, mathematics and reading and writing.  Results of these tests and assessments are reported to pupils and parents as **levels**. | **Key stage 2:**  **Externally set tests in reading; grammar, punctuation and spelling; and, mathematics.** Science sample test continues. Teacher assessment of writing, reading, science and mathematics. These tests will reflect the new curriculum.  Test results reported to pupils and parents as a **scaled score**. Writing assessment results reported through new **performance descriptors**. The results of the science, mathematics and reading teacher assessments expressed as whether a pupil |

**Low attaining pupils**

* There will be a small minority of pupils for whom assessment arrangements under the national curriculum will not be appropriate. These pupils will have their attainment assessed by teachers.
* P-scales will be retained for reporting teachers’ judgements. The content of the P-scales will remain unchanged.
* Where pupils are working above the P-scales but below the level of the test, we will provide further information to enable teachers to assess attainment at the end of the relevant key stage in the context of the new national curriculum.
* Schools will remain accountable through robust inspection which looks at teacher assessments of low attaining pupils and whether pupils are making the appropriate progress.
* External moderation of P-scale teacher assessment as part of our further work on moderation.

**Floor standards**

* Schools will only meet the progress standard if pupils make sufficient progress in all of reading, writing and mathematics.
* Schools are expected to aim to have 85% of their pupils at this new higher standard for the end of key stage 2 by 2016.

An all-through primary school will be above the floor standard if:

• pupils make sufficient progress at key stage 2 from their starting point in the reception baseline; **or**,

• 85% or more of pupils meet the new expected standard at the end of key stage 2 (similar to a level 4b under the current system).

A junior or middle school will be above the floor standard if:

• pupils make sufficient progress at key stage 2 from their starting point at key stage 1; **or**,

• 85% or more of pupils meet the new expected standard at the end of key stage 2 (similar to a level 4b under the current system).

*Arrangements for measuring the progress of pupils in infant or first schools from their starting point in the reception baseline is still being considered.*

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| **Current system** | **Post reform** |
| **Floor standard**  **Above the floor if:**  Progress measure – median % of pupils make expected progress from KS1 to KS2 in any of reading, writing and mathematics **or** | **Floor standard**  **Above the floor if:**  Progress measure – from 2016 pupils make sufficient progress from reception baseline to KS2 in all of reading, writing and mathematics **or** |
| 65% meet expected standard (level 4) | 85% meet new expected standard |

**Publishing information on school performance**

Schools will be required to publish a suite of indicators of performance on their website in a standard format:

• the average progress made by pupils in reading, writing and mathematics;

• the percentage of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2;

• the average score of pupils in their end of key stage 2 assessments; and,

• the percentage of pupils who achieve a high score in all areas at the end of key stage 2.

For the purpose of comparisons between schools across the country:

• a phonics check near the end of year 1;

• a teacher assessment at the end of key stage 1 in mathematics; reading; and, writing, informed by pupils’ scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science;

• national tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.